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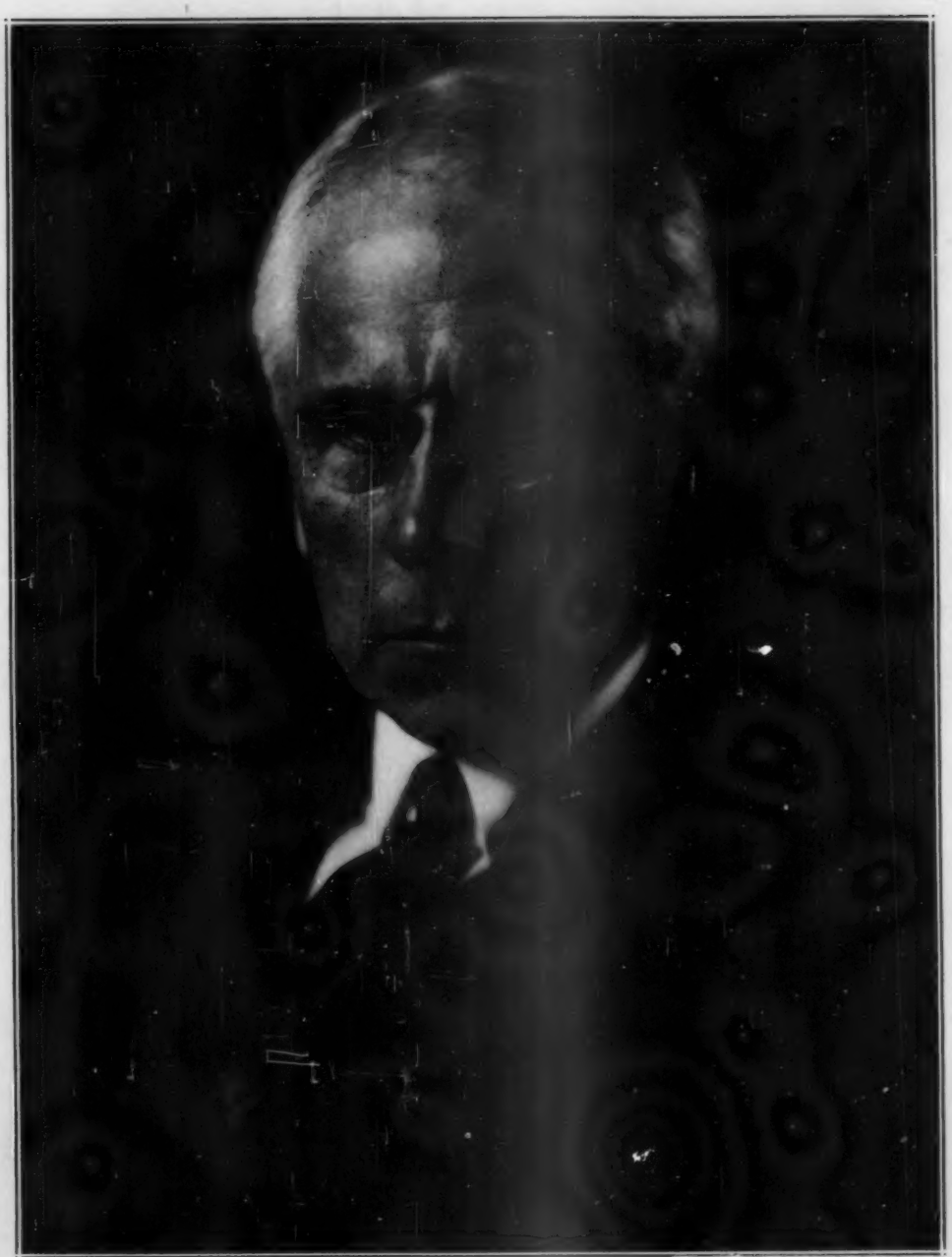

Courtesy of Elias Goldensky

Lightner Witmer

THIS IS ONE OF A SERIES OF PORTRAITS OF PSYCHOLOGISTS WHO HAVE CONTRIBUTED NOTABLY TO PROFESSIONAL PSYCHOLOGY

Volume II MAY—JUNE, 1938 Number 3

JOURNAL OF CONSULTING PSYCHOLOGY

IMPRESSIONS OF THE ELEVENTH INTERNATIONAL CONGRESS OF PSYCHOLOGY

By J. B. MALLER

Teachers College, Columbia University

THE Eleventh International Congress of Psychology which was originally scheduled to take place at Madrid during the summer of 1936, was held at Paris during the last week of July 1937.* It was one of a remarkably large number of international gatherings, which assembled in Paris during the summer of 1937. The congresses varying in scope of interest from Forestration to Metaphysics made the city the veritable center of international culture. The enormous Paris Exposition, the concerted efforts of the French government to stimulate the tourist trade and the atmosphere of personal freedom, so rare at present in other continental capitals, were probably the chief factors which brought so many international gatherings to Paris.

Those attending the I.C.P. were welcomed officially at the City Hall, and were given formal receptions at the Quai D'Orsay by the Foreign Office and at the Elysée by the President of the Republic. Lest one should get an exaggerated impression of the French interest in psychology it should be added that these formal courtesies were extended to all the other congresses meeting in Paris.

Within a week preceding and following the sessions of the I.C.P. were held several important congresses in allied fields including Mental Hygiene, Child Psychiatry, Population Problems, and Philosophy. The members of the I.C.P. had the rare opportunity of attending these conferences, of seeing and hearing some outstanding leaders in fields related to psychology.

The first formal session was addressed by the Minister of Foreign Affairs, M. Yvon Delbos, and by the President of the Congress, Professor Henri Piéron. The closing session was addressed by the Minister of Education, M. Jean Zay.

The program was arranged under four main headings: symposia, lectures, roundtable conferences and general papers. "The Law of Effect in Learning and its Interpretation" was the topic of one of the symposia. This was to have been discussed by Dr. Thorndike and Dr. Koffka. Dr. Thorndike was not present and the symposium was actually a lecture by Dr. Koffka, who presented a critical review of the "Laws of Learning." Other symposia dealt with the

* The writer wishes to acknowledge the assistance of Dr. Arthur Benton and Mr. Saul Soloff in the preparation of this report.

morphology of movement, the acquisition of habits and the mental and motor development of the infant.

The roundtable conferences included a discussion of the interpretation of the theory of factors, led by Professor Spearman, while Professor Claparède led one conference on psychological vocabulary and another on creative thinking and invention. A conference on the discovery and nature of the electro-encephalogram was led by Dr. Berger. A discussion of the structural basis of emotions by Dr. Krueger (Leipsig) and Dr. Lapique (Paris) was scheduled but Dr. Krueger did not arrive.

Among the outstanding lectures was that of Dr. Adrian on "The Psychological Interpretation of Electroencephalograms." The results of his experiments regarding "brain wave" during work and rest were extremely interesting. The lecture of Professor Janet on "The Nature of Social Behavior" was one of the high lights of the Congress.

The general lectures included "Tendencies as Indispensable Postulates of All Psychology" by Dr. McDougall, "The Cultural Background of Primitive Thinking" by Dr. Thurnwald, and "Principles of Language Theory" by Dr. Karl Bühler. The variety of some 125 papers presented at several sections varied in scope of interest as well as in quality.

DIGEST OF SELECTED PAPERS

It is obviously impossible to present within the limited space of this report adequate summaries of the numerous papers presented at the Congress. Those who are interested in experimental psychology and studies of the nervous system should examine the papers of Adrian, Berger, Jasper, Kreezer, Harvey, Loomis and Hobart, Carmichael, Langfeld, Rubin, Fletcher, Zangwill, and Miles.

The following are brief summaries of some papers which in the opinion of the writer might be of particular interest to consulting psychologists. The aim is to call attention to certain reports which were presented in English rather than to summarize the procedure and findings. The summaries should help the reader select papers of particular interest for intensive study.

A. *Papers Dealing with Genetic Psychology and Observation of Infant Behavior*

Thompson reported on extensive observations of the activity patterns of infants. These were found to be quite consistent from age to age. The author concludes that certain traits are the results of culture while others are conditioned by biological factors.

The development of size-constancy in early infancy was studied by Cruicksank who found that by the sixth month an infant has developed a high perception of size constancy for objects in the immediate surroundings.

The expression of children's phantasies in movement was studied by Lowenstein (England). The child's behavior is often irrational because of the illogical nature of the thoughts which he seeks to express.

The relationship between language and thought was discussed by Fox (England). The behaviorist notion that the two are synonymous has been abandoned completely. Generalization and higher range of thought are impossible without language or some symbolic expressions. New and useful symbols can be invented but language as a social institution is generally hostile to innovation.

That the development of tactile-motor elements are not crucial in the development of mental life was reported by Gesell. As an illustration, he cited the record of a person who was extremely handicapped in motor adaptation and yet attained a high degree of intelligence, social insight and emotional maturity.

Courtesy of Massis, Paris

THE ELEVENTH INTERNATIONAL CONGRESS OF PSYCHOLOGY

ORIGINALLY SCHEDULED TO TAKE PLACE AT MADRID, SPAIN, DURING THE SUMMER OF 1936, CONVENED AT PARIS, FRANCE, DURING THE LAST WEEK OF JULY, 1937, IN AN ATMOSPHERE OF PERSONAL FREEDOM SO RARE IN OTHER CONTINENTAL CAPITALS AT THE PRESENT TIME.

Schiller (Hungary) found that purposeless manipulations are motivated by the transfer of impulses to act, facilitating the exploration of possibilities concerning the intended activity.

Observations on the behavior of an intelligent blind-born boy immediately after a sight-restoring operation were reported by Chorus (Holland). The boy's behavior became disorganized; he took painted objects for real, could not distinguish shapes of estimate distances. He ran into objects more frequently than when he was blind.

B. *Papers Dealing with Intelligence and Unitary Traits*

The intelligence scores of normal children were found by Reymert to be more constant than those of problem children. The reliability of Stanford-Binet for the two groups was found to be .91 and .71 respectively.

The age of reaching intellectual maturity was found positively related to mental level, but negatively to cultural status by Stevanovic (Jugo-Slavia). The more intelligent were found to reach maturity one year later than the less intelligent, but children of peasants were found to reach maturity two years later than those reared in environment of higher socio-economic status. Environmental factors seem to exert a striking influence on the rate of mental growth.

Stevenson (England) made some interesting comparisons between the methods of factor analysis of Spearman, Thurstone, Kelley and Hotelling, and their bearing on type psychology.

In a study of mental integration based on fourteen vocational groups by means of twenty-two tests, Farmer found that complex psychological functions were more closely related to each other than simpler functions.

Spearman's factor analysis method was applied by Thouless to measures of the perception of size and of speed. Three measures of constancy including size, shape and brightness were found highly related to one another and to have a common factor independent of general mental ability, and unrelated to the perception of velocity.

A discussion of types was presented by Travers (England) with particular reference to vocational guidance. Salesmen and managers were found to differ considerably in psychological make-up.

C. *Papers Dealing with Personality and Emotional Disturbances*

The nature of clumsiness was discussed by Pear (England) with reference to motor coordination, speech, speed of learning and expression. The reputed manual clumsiness of scholars is attributed to the tendency of intellectualizing rather than automatizing in their acquisition of habits. Tactlessness is defined as social clumsiness.

A report on an extensive testing program aiming at the measurement of the total personality was presented by Ligon.

The personality traits of automobile drivers were studied by Selling, who found that those who have frequent accidents are generally egocentric and anti-social, and often of lower intelligence, poorer vision and lower reaction time. Women tend to keep too closely to the center of the road while old men are usually too cautious and often show faulty judgment. Narrowing of field of vision was found to result from brain tumor and syphilis.

Wittkover (England) reported on observations regarding the influence of emotions on bodily functioning. Salivary secretions and urination showed either a decrease or an increase, independent of nature of emotion; gastric secretions varied according to the type of emotion, bile secretions usually increased but inhibited during anger; the iodine contents of the blood increased under emotions.

In a study of the case histories of young psychotic patients, Barry found

that more than one-fourth of them had lost one or both parents before the age of twelve. Maternal orphans were found more frequently than paternal orphans among psychotics. Loss of parents was found particularly critical if it happened before the patient had reached the age of nine.

Individuals suffering from peptic ulcers were found by Macbeth to have a high incidence of neurosis. A majority of the cases had shown stress at the onset of the disease.

Moore reported some interesting observations on the pre-psychotic personality of different types of disorders. Prior to the onset of the psychosis, manic patients showed marked social tendencies, catatonics showed retiring habits, and cases of anxiety and depression had shown marked worries and scruples. The syndromes of psychosis are found in the general non-psychotic population.

D. *Papers Dealing with Learning, Laboratory Methods and Observations of Animal Behavior*

The problem of transfer of training was discussed by Meyer (England) with particular reference to the acquisition of habits and skills. When ideas and ideals are "tied" to specific situations no appreciable transfer can be expected.

That auditory fatigue is a type of inhibition was suggested by Rawdon-Smith (England). After subjection to intense stimuli the human ear suffers a transient loss of sensitivity which spreads from the stimulated ear to the other.

A modification of Luria's technique for studying affective reactions was reported by Chen (China). In place of directing the subject to *press* a key when the stimulus is presented the revised method requires him to release a key. Emotionally unstable subjects were found to release the key prematurely.

Hull found that rats trained to do an activity and then forced to learn an opposite activity, achieved a far greater degree of success when allowed to correct early failures, than when refused such practice.

The results of a series of observations on hens, with particular reference to sex and food behavior, were presented by Skard (Norway). The research followed the methods of Professor Katz in the study of drives. The following were among the tendencies observed:

(1) When sexual need is not satisfied its energy is stored and when normal opportunity is provided the activity is increased.
(2) Sexual appetite seems to increase with increased opportunity and with change of stimuli.
(3) With increased sexual need the demand for quality decreases.
(4) When needs for freedom and food are thwarted the sexual appetite is decreased.

In spite of the high quality of the individual lectures, papers and reports, the I.C.P. suffered from a number of general and specific defects. These are given, of course, as the subjective impressions of this reviewer.

(*a*) The program lacked unity and social purpose. Although this may be said about many large gatherings where numerous papers are presented, the lack of unity at this gathering was striking. Not only were the different sections isolated but even the papers presented during one session often seemed unrelated. The general effect of the program was thus of a mixture of contributions with no attempt at synthesis. One might say the mixture was physical rather than chemical.

No session was devoted to contemporary problems of social psychology. Though the same held true about previous congresses, it is no credit to the present gathering that it was so much like the previous ones.

(*b*) Papers were not critically selected. The Program Committee was apparently quite "liberal" in accepting all papers submitted. Some of the papers, particularly those dealing with graphol-

ogy, were quite out of place. The arrangement of papers within sections seemed often to have been based on the titles only rather than on the basis of actual subject matter. A critical selection and arrangement of papers would be possible only if the committee required all complete papers to be submitted in advance.

(*c*) Use of different languages was confusing.

The inclusion of papers of different languages in the same session was the cause of considerable confusion and restlessness. This was probably the chief reason for the very limited amount of discussion. In some instances monoglot chairmen appeared bewildered by the variety of languages and were in no position to encourage exchange of views or to direct discussions. It should be added that there was more dominance by a single language, French, than in previous congresses. In the Copenhagen meeting, for example, Danish was not even one of the official languages. In the present I.C.P. French was the prevailing language in nearly all the sessions. Only during the first formal assembly were the French presentations translated in the other "official" languages, English, German, Italian and Spanish.

(*d*) Many scheduled papers were not presented. A number of contributions which were listed in the program were not actually presented. These included a scheduled lecture by Dr. Luria of Moscow, a paper by Dr. Mira of Barcelona, a discussion by Professor Thorndike of Teachers College, and several papers which appeared in the program.

A comparison between the present I.C.P. and the previous ones reveals some interesting changes which were wrought in psychology during recent years. First there was a striking difference in the general spirit or group morale, though such comparisons are quite hazardous and subjective. The 1929 gathering seemed gay, almost flamboyant. The members appeared optimistic and prosperous. This was particularly true of the foreign members. Most of them gave the appearance of enjoying a splendid holiday. At the conclusion of the meetings at Yale University, many of the delegates visited Columbia, Princeton, Harvard and other Eastern Universities. In 1932 there seemed to be an air of uncertainty and restlessness mingled with hope and reserve. The personality of Pavlov seemed to exert a certain subtle influence of leadership and feeling of continuity.

At the conclusion of the Congress at Copenhagen a large number of delegates went from Denmark to Germany on a tour of laboratories including those of Berlin, Hamburg, Rostock, Bremen, etc.

The general spirit of the 1937 gathering was one of distress, disillusionment and futility and there was a striking lack of leadership.

An analysis of the number attending the I.C.P. throws additional light on the changed situation. The number attending the I.C.P. reached its peak at the 1929 meeting at New Haven, when there were 1,138 registered members. At the Copenhagen meeting in 1932 the membership was 488, and in the present meeting the total membership, active and associate members, was 550. The attractive location of the Congress must be considered in the comparison of the number of members.

Of greater interest are the results revealed in a comparison between the 1937 membership with that of the 1932 by specific countries. The number of members coming from the United States decreased from one hundred twenty-nine to seventy-three. In spite of the improvement in economic conditions in this country since 1932, the membership decreased nearly one-half. The uncertainty of European conditions and the fear of war were probably the main reasons for the isolationist trend among American psychologists. The membership from

England increased from twenty-nine to seventy-two, and those from the U.S.S.R. increased from four to seventeen.

The number of psychologists coming from Germany decreased from sixty-two to thirty-two. Only those who were designated by government officials were allowed to go to Paris for the Congress. Furthermore, of the sixty-two German members attending the 1932 I.C.P. only five were listed in 1937 as coming from Germany. Of the five coming to this Congress from Germany, one was a Greek student studying in Berlin and only one, Dr. Walter Moede, a prominent psychologist. Of the thirty-one German delegates attending the 1929 meeting, not one was listed in 1937 as coming from Germany. In the 1937 register some of the German members of the previous I.C.P. were listed as coming from different countries. For example, Professor D. Katz (previously from Rostock, Germany) came from Stockholm, Sweden; Dr. Werner Wolff (previously from Berlin) came from Barcelona, Spain. One looked in vain for such personalities as Wolfgang Köhler, William Stern, Max Wertheimer, Kurt Lewin, Otto Lipmann, Martha Muchow, and many other outstanding leaders in German psychology. An attempt to ascertain the present addresses of the missing indicates that some are in exile, some committed suicide, and still others must be classified as "whereabouts unknown."[1]

The I.C.P. failed to take cognizance of the virtual collapse of scientific psychology in Germany, though such an international gathering would have been the ideal occasion for the expression of a vigorous protest. Many German psychologists have suffered greatly from the savage persecution of non-Aryans, but the severest blow to them was the fact that the discrimination was based on a pseudo-psychology of race differences which is no more than a jumble of wishful thinking and willful misrepresentation.[2]

The renunciation of unfounded theories of racial and national difference should have been the central theme of the 1937 meeting of the International Congress of Psychology.

The Twelfth International Congress of Psychology is scheduled to take place in 1940 at Vienna, Austria.

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[1] The list of prominent German psychologists who are now living in the United States, includes Dr. Wolfgang Köhler, Dr. Max Wertheimer, Dr. Bruno Klopfer, Dr. Erwin Levy, Dr. Hans Wallach and Dr. Kurt Lewin, of Berlin; Dr. Martin Scheerer and Dr. Heinz Werner, of Hamburg, and Dr. Olga Marum, of Cologne. Among those in exile in other countries are Dr. Edward Spranger (of Berlin) now in Tokio, Japan; Dr. William Peters (of Jena) now in Istanbul, Turkey; Dr. Walter Blumenfeld (of Dresden) now in Lima, Peru; Dr. A. Angelander (of Jena) and Dr. Karl Dunker (of Berlin) now in London; Dr. Erich Stern (of Giessen) now in Paris, and Dr. Helmut von Bracken (of Brunschweig) now in Amsterdam, Holland.

The editors of the outstanding German psychological magazines were dismissed. This applies to the *Zeitschrift für pedagogische Psychologie*, edited by Stern, the *Zeitschrift für andegwandte Psychologie*, founded and edited by Stern and Lipmann, and *Zeitschrift für Psychologie*, edited by Katz. The exiled psychologists are not permitted to publish their books in Germany.

[2] The decline of psychology under the Nazi regime is revealed in the results of the analysis by the writer of the number of publications listed in the *Psychological Index*. The number of German publications listed for the years 1932–35 was 3,820. During the preceding four years, 1928–31, the number of listed German publications in the field of psychology was 8,931. The proportion of German publications of the total was 35.4% in the four year period 1928–31, and declined to 15.8% in the period 1932–1935.

CRITICAL FACTORS IN EDUCATIONAL PLACEMENT

By ROY F. STREET
Battle Creek Public Schools

WHERE an effort is made to provide for the individual differences of children, the necessity for grouping is inevitable. How this grouping can be done most effectively and with the least number of undesirable concomitants is a problem for the psychologist and educator. The study to be reported at this time grew out of the necessity of placement of children in groups in an elementary and junior high school where child placement in grade depended entirely upon age. This, of course, meant a wide range of talents in all other traits at every age level. In order to provide for this wide range of talent in each grade, groups were arranged horizontally, starting with one group in the kindergarten and expanding to seven groups in the eighth grade. The curriculum in each group was devised to meet the needs of the children in that group, and, theoretically, children found themselves in the group in which they could most comfortably do the work planned. A basis for the successful placement of new students constituted the problem which the psychologist found it necessary to solve.

During the first three or four years in the development of this plan, children were given much freedom in changing from one group to another. At the time this study was undertaken, practically all children in the building had found a suitable and comfortable group, and requests for change of grouping were rare. It can be safely said at the outset, then, that through a process of free choice, the children had found suitable groups. An analysis of what common factors characterized each group seemed to be the logical procedure in order to determine what criterion could best be used to make a successful placement with new students. In a preliminary study children were tested on a wide battery of academic achievement tests; a Rogers Physical Fitness Test, the Binet-Simon Intelligence Test, Gray's Oral Reading Test, Maller's Personality Inventory, a modification of the Simms Socio-Economic Scale, one of the first forms of the Vineland Social Maturity Scale, a nutritional status test, and a posture rating scale. An analysis of these results indicated that some of the measures were unsuitable for use, either because of difficulty of administration or because of the unsuitability of the test. The administration of a complete battery of achievement tests with an entering student is impractical and this measure was discarded on this basis. In the battery of achievement tests, however, it was found that reading was by far the most constant factor in the variation of all groups and so this measure was retained for the final study. Gray's Oral Reading Test, although not a comprehensive measure of reading, does give a real picture of the child's reading skill when in the hands of an individual interviewer, and was selected as the most suitable test of reading skill. The personality rating scale was discarded because the score seemed to have little significance, and it was found upon item analysis that children found it difficult to make definite responses. The elements of the test required more specific responses than could be given on the test as devised. The posture test was eliminated because the ratings were unreliable. The nutritional status test was eliminated because the validity of the measure when validated against the medical history was questionable. The individual Binet test was re-

tained as a measure. Although requiring some little time for administration, its apparent weight in the differentiation in groups seemed to warrant the time required for administration. The Vineland Social Maturity Scale in its most recently revised form was retained as a measure because of ease of administration, and because the measure seemed to have a discriminative value. The socio-economic scale was retained because its administration was easy and it seemed to have a discriminative value. This study is a report of the relationship of these four factors: Intelligence quotient, reading quotient, social quotient, and socio-economic status.

The tests were administered to a school population of 900 children, grades kindergarten through the eighth. Placements over a period of six months were made on the basis of interpreted results. By applying the correlation technique to the ratings it was found that the intelligence quotient and reading quotient, the intelligence quotient and social quotient, the social quotient and socio-economic status had fairly high correlations; that is, ranging around .70; that the intelligence quotient and socio-economic status, reading quotient and socio-economic status, and reading quotient and social quotient were considerably lower, being .32, .31, and .50 respectively. When the partial correlation technique was applied, it was discovered that the correlations of the intelligence quotient and reading quotient, of the intelligence quotient and social quotient were little changed by partialling out other factors; that the intelligence quotient and socio-economic status approached a zero correlation when other factors were partialled out; that reading quotient and social quotient appeared to have little or no correlation when other factors were partialled out; that the reading quotient and socio-economic status approached a zero correlation when other factors were partialled out; that the social quotient and socio-economic status remained substantially unchanged when other factors were partialled out. On the basis of these data it seems safe to say that if intelligence were used as the sole basis of placement, a group would be homogeneous in relation to intelligence, reading and social maturity; but heterogeneous in relation to socio-economic status. If reading were used as the sole basis of placement, the group would be homogeneous in relation to reading and intelligence, but heterogeneous in relation to social maturity and socio-economic status. If social maturity were used as the sole basis of placement, the group would be homogeneous in relation to social maturity, intelligence and socio-economic status, but heterogeneous in re-

TABLE I

CORRELATIONS OF RATINGS OF INTELLIGENCE, READING, SOCIAL MATURITY AND SOCIO-ECONOMIC STATUS, 900 POPULATION

	I.Q.	R.Q.	S.Q.	S.Ec.S.
Intelligence Quotient		.70	.67	.32
Reading Quotient	.70		.50	.31
Social Maturity Quotient	.67	.50		.72
Socio-Economic Status	.32	.31	.77	

TABLE II

PARTIAL CORRELATIONS OF (1) INTELLIGENCE, (2) READING, (3) SOCIAL MATURITY AND (4) SOCIO-ECONOMIC STATUS

Index	Value
12.3	.63
12.4	.66
13.2	.51
13.4	.68
14.2	.15
14.3	−.30
23.1	.00
23.4	.42
24.1	.01
24.3	−.08
34.1	.78
34.2	.69

lation to reading. If the socio-economic status were used as the sole basis of placement, the group would be homogeneous in relation to socio-economic status and social maturity, but heterogeneous in relation to intelligence and reading. An analysis of ninety-three admissions using this knowledge as the criterion for placement revealed that change was later made in three cases, giving 97 per cent success.

The general conclusions to be drawn from these results would seem to be that no grouping can give homogeneity in relation to all factors, and that whatever factor is used as the basis for placement, deviations in all other factors may occur and must be given due consideration. It may be stated further that if the factor of intelligence quotient as based on an individual examination plus the individual reading score is used as the basis of placement, the chances of a successful placement can be very high, and if the added measure of socio-economic status is used, placement can be made with almost certain success. These conclusions are based on the assumption that if a child enters a group where he finds himself amongst say children of like intellectual ability and deviates in reading skill that adjustment will be made in relation to the deviating factor or factors. The assumption is also made that the innumerable factors not measured will vary greatly in any group and that provision will be made for these wide differences.

AN INTERNSHIP YEAR FOR PSYCHOLOGISTS (WITH SPECIAL REFERENCE TO PSYCHIATRIC HOSPITALS)

By DAVID SHAKOW

Worcester State Hospital

THERE is a growing recognition of the need for an internship in the training of clinical psychologists.[1] The value of full-time experience with clinical problems has been demonstrated in medical and, to some extent, in social work training, and the possible value of similar experience with psychological material has been realized by workers in clinical psychology.

The major purpose of this paper is to discuss the content of an internship year. However, before proceeding to this, a brief consideration of the course of which the internship would be a part seems desirable.

[1] The question might indeed be raised as to whether an internship is not desirable for all psychologists and necessary for those who teach abnormal psychology.

CLINICAL TRAINING COURSE

The first question which arises is: At which point in the course should the internship come? Two other disciplines, medicine and social service, have each apparently found a different stage of the training program most desirable for the internship.

In medicine the student is given fundamental science training which is followed by clinical courses. It is only after this formal training is completed that he has his internship period. Thus, concentrated work with case material, usually of a particular kind, comes at the *end* of the regular course. In psychiatric social service, at least as represented by an outstanding school, the student has her internship (or extern-

ship as the case may be) relatively early, interspersed with periods of didactic training. At this school, Smith College, a summer's formal school work is followed by nine months of concentrated field work (the internship) and completed (for those with previous social work experience) by an additional summer of academic work. A third plan, used by some social service schools, attempts to supply a substitute for the internship by part-time academic work and part-time field work carried on simultaneously. Since this program would not meet adequately the requirements of an internship there will be no further discussion of it.

A consideration of both plans leaves one much more impressed with the possibilities of the medical system for the psychologist, although one recognizes that the Smith system has its advantages. The nature of the internship training in psychology would probably have to be somewhat different depending on which of the two plans was adopted, but the difference should not be great. Even if not adopted, the Smith plan offers a suggestion to psychology which should be given serious consideration. It indicates the possibility of taking advantage of summers for study. This may perhaps be the solution to the problem of combining work for a doctor's degree with clinical training which, according to one suggestion,[2] would lead only to a certificate. Thus work for a degree might involve three winters and four summers for those wishing to compress the course, or four winters and one summer for those interested in using only the usual school year. The certificate course would presumably be shorter by a full year.

Assuming that the internship comes at the end of the course of training, the question arises as to what preparation in psychology the student should have for it. Briefly, besides a background in general and experimental psychology, which may be assumed, a student should have *as a very minimum*—in order to take advantage of the various possibilities of the internship training—courses in abnormal psychology, clinical psychology, statistics and psychometrics, and field courses in clinical psychometrics and remedial work.

We may now go on to the discussion of the internship period, assumed for the present as being optimally a year in length.[3]

THE CONTENT OF THE INTERNSHIP YEAR

The suggestions to be made refer especially to psychiatric hospitals and are to a considerable extent based on the practices followed at the Worcester State Hospital. With regard to the limitations introduced by the type of the institution, obvious substitutes could be made for other types of institutions; with regard to the limitations imposed by the special institution, enough is perhaps gained from the experience on which it is based to compensate for any bias which inevitably enters.

From the institution's standpoint, the purpose of an internship is presumably not to teach new techniques (although a certain amount of such teaching is unavoidable no matter how well prepared the student comes to the internship) but rather to give the student facility *in the use of already acquired techniques.* There are, however, at least three other equally important purposes. One of these is to *saturate the student with experience* in the practical aspects of psychopathology. Throughout this emphasis on the clinical side, however, considerable effort should be expended to

[2] A. T. Poffenberger. The Training of a Clinical Psychologist. JOURNAL OF CONSULTING PSYCHOLOGY, 1938, 2: 1–6.

[3] It is very probable that a year's internship will soon be found inadequate for the training deemed necessary. However, for the present, discussion may be limited to a program involving a year's training.

retain and develop further that characteristic in which the psychologist by his training is different from the psychiatrist and social worker, namely, in the more *experimental-objective attitude* which he takes. The fourth purpose is to get the student *acquainted with the types of thinking and the attitudes of his colleagues in other disciplines* with whom he works most closely, that is, the psychiatrists and social workers. The program of training may now be discussed in relation to these four desiderata.

For facilitation in the use of techniques, even at the risk of repeating material already gained in field and other courses, the student should, after a period of orientation to the institution and the department, be placed at the double task of brushing up on already acquired psychometric techniques and on the study of the various modifications in procedure followed at the institution. During this period, too, the student should learn any of the standard techniques not already familiar.

After undergoing an examination on the techniques, the student should be ready for a course of practice testing. When the supervisor believes the student to be ready, the latter is permitted to take part in the psychometric work of the department, being assigned to the easiest cases at first, and being permitted, with accumulating experience, to go on to the more difficult cases. Throughout the internship period the psychometric work should be done under supervision, both in laying out the program of examination and in reviewing its results and implications.

Psychometric practice should be rounded off by a seminar on clinical psychometrics in which the application of tests to clinical problems is studied by the case method.

The second purpose of the internship, *saturation of the student with clinical contacts,* could be achieved in various ways. The student would be required to attend all staff meetings where he would have an opportunity to hear discussed from different points of view a great variety of cases. He could also attend the courses in psychiatry and related subjects which active institutions always have for various student groups such as nurses, occupational therapists, etc. In these a further opportunity is given him to become acquainted with the variety of psychiatric problems but in a more systematic fashion than in the staff meetings. In addition, it would be desirable to have each student follow, as a kind of psychiatric aide, at least one patient therapeutically under the guidance of a psychiatrist. In a state hospital where so few patients get the necessary intensive therapy because of dearth of personnel such an arrangement should not be difficult to make. In a child guidance clinic, remedial work might be substituted.

The third function of the internship, *the intensification of the experimental-objective attitude* of the psychologist, might be advanced by having the student carry through a research problem of an experimental nature: quantitative or objectively qualitative. Participation in a seminar on experimental psychopathology or on the psychologist's approach to psychopathology, in which the emphasis is placed on the objectification and experimentalization of clinical material, should be the counterpart of the research activity.

The fourth function of the internship year, *the development of insight and understanding into the attitudes of the psychologist's clinical colleagues,* could be accomplished in various ways. The staff meetings already mentioned in another connection are fundamental for bringing out the differences and similarities of the various approaches. In addition it would be wise for the interne to become acquainted with the ways in which the psychiatrist as medical clinician works. Medicine has developed

certain procedures for dealing with clinical problems which are ordinarily foreign to the psychologist and which could be quite suggestive to him. With this in mind, the student should be given the opportunity to attend a certain number of medical case discussions, clinical-pathological conferences, general physical examinations, neurological examinations, etc., not with the purpose of acquainting him with the language of medicine, but rather to give him insight into the thinking processes and methods of the clinician. (He might very well sit through a meeting without understanding the technical language but still get considerable understanding of the methods by which the problems are attacked.) Acquaintance with psychiatric techniques and procedures would come largely from the staff meetings mentioned and conferences on individual cases.

The other group of workers with whom the psychologist is most closely associated are the social workers. Besides becoming acquainted with social service procedures during staff meetings, special conferences on cases of common interest should be arranged with this group. The possibility of having an interne accompany a social service worker during a few of her investigations and family interviews should also be considered.

Although the latter three purposes of the internship do not lend themselves to as detailed discussion as does the first, they should not for this reason be considered the less important.

Besides its value to the individual psychologist, the internship year offers certain advantages to the profession of psychology itself, advantages difficult to obtain otherwise. The conditions of an internship are quite stringent in the demands for adjustment which it places on one. Not only is there the problem of adapting oneself to a variety of abnormal people but there is the necessity for adjusting oneself to one's associates in a much greater degree than is necessary in almost any other position in which the person may be placed, in some instances not even excepting his own family. Having to eat, live and work with the same people for a period of about a year puts sufficient strain on a person to make it possible to tell from the way in which he meets this experience, whether he is or is not fitted for clinical work. The gain for psychology in weeding out candidates temperamentally unfitted for clinical work should significantly advance the professional standing of psychology.

It is believed that any internship which adequately carries out the four purposes mentioned will complement the formal training in such a way as to place in the clinical field psychologists who are prepared to take on responsibilities in clinical psychology analogous to those which medical internes are ready to assume at the same stage of training.

REPORTS OF THE A.A.A.P.

PRELIMINARY LIST OF FELLOWS AND ASSOCIATES* OF THE AMERICAN ASSOCIATION OF APPLIED PSYCHOLOGISTS

PERSONS whose names appear in this list have been admitted to membership in the A.A.A.P. All applicants admitted to membership during 1938 will constitute the Charter Membership of the American Association of Applied Psychologists.

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ORGANIZATION OF THE CLINICAL SECTION

If the A.C.P. is recognized as the father of the A.A.A.P., then the clinical section of the A.P.A. might well be recognized as the grandfather. The clinical section was first organized about fifteen years ago and has been with one interruption active since that time. It was, for long, the hope of many of the members of this section that what is now being done by the A.A.A.P. might be carried out through the clinical section and within the framework of the A.P.A. It became increasingly clear, however, that many of the ruling class within the A.P.A. were unwilling to fuse applied and pure psychology and the clinical section remained a rather impotent "paper-reading" group. But this very impotence as well as a growing need hastened and abetted the growth of the A.C.P. The rapid growth of the A.C.P. and the simultaneous development of a number of state and regional organizations promoted the development of the A.A.A.P. Of the four sections, the clinical, therefore, because of its history, holds a unique place.

At the organization meeting of the clinical section in Minneapolis, it was moved, seconded and carried unanimously that "the clinical psychologists organize as the clinical section of the American Association." It was also voted that the treasurer of the clinical section transfer to the American Association any balance left in the treasury after all outstanding obligations had been discharged. This action of the clinical section was presented at the organization meeting of the association

by its president, Dr. Gertrude Hildreth.

The executive committee of the new clinical section held its first, and so far its only, meeting in Minneapolis the day following the organization of the A.A.A.P. Those present were Drs. Hildreth, Maxfield, Louttit, Green and Brown—Dr. C. C. Miles being absent. The executive committee agreed on the appointment of the following committees: one to draw up the Constitution and By-Laws of the new section; one to organize the program for the next year; one to define clinical psychology and differentiate it from consulting and school psychology and one on the relation of clinical psychology to social agencies. In so far as the work of some of these committees cut across two or more sections, it was considered that the appointment of such committees should be the responsibility of the president. This was so in the case of the program committee and the committee on the relation of psychology to social agencies. The committee on the Constitution and By-Laws was appointed and consists of the following: F. Kuhlmann, chairman, Ethel L. Cornell, Stanley Dulsky, Martin L. Reymert.

The committee on the definition of clinical psychology has been formed jointly with the consulting section and is composed of: Richard Paynter, chairman, Augusta Bronner, Alice Bryan, Herman Meltzer, Grace E. Munson, A. T. Poffenberger, P. M. Symonds.

The following committees are in the process of being appointed:

1. Psychological Service in Penal Institutions.
   Purpose: To investigate the nature of such service with a view to expanding and improving it.
2. Psychological Service in the Courts.
   Purpose: To find out what is being done in different states with the view of developing some uniformity of practice in the different courts.
3. Psychological Service in Hospitals for the Insane.
   Purpose: To study and report what is being done with a view to discovering how psychological work can be of most value both to the patients and the administration.
4. Psychological Service in Institutions for the Mentally Retarded.
   Purpose: To discover and report what is being done with a view to some standardization of procedure.
5. Psychological Service in State Schools for Girls.
   Purpose: To find out what is being done and in what way the service can be improved and if any uniformity can be developed.
6. Psychological Service in State Schools for Boys.
   Purpose: To find out what is being done and in what way the service can be improved and if any uniformity can be developed.

Although nothing is under way as yet, committees should also be appointed to study the service in schools for the deaf, the blind, and the dependent.

The work of these committees gives some indication of the program of the clinical section for this year.

Signed,

ANDREW W. BROWN,
Vice-President of the Clinical Section.

PURPOSE AND SCOPE OF INDUSTRIAL AND BUSINESS SECTION

The Industrial and Business Section of the American Association of Applied Psychologists includes persons who are concerned with promoting the efficiency and adjustment of workers arising in the production of commodities and with problems involved in the wider distribution of commodities in accordance with human needs and wants. The purposes of the section are as follows: (a) to facilitate the exchange of information and experience among its members; (b) to promote

high standards of practice in the application of psychology to business, industry, and public service.

To achieve the latter objective, it is necessary: (a) to promote research and publication in the field of business and industrial psychology; (b) to formulate minimum training requirements for psychologists who are preparing to work in business and industry and to promote a system of interneship as a means of preparing industrial and business psychologists; (c) to formulate minimum standards of practice and to make these known as an aid in encouraging a critical public attitude toward the application of psychology in business, industry, and public service, and toward the selection of personnel for such work.

Specific problems lying within the scope of this section include:

(1) Study of the requirements of occupations.
(2) Development and use of tests and other scientific techniques in the scientific placement of workers.
(3) Formulation of the best methods of applying human energy at work.
(4) Organization and systematization of training programs to insure the most complete development and most efficient use of individual ability.
(5) Determination of the optimal conditions of work.
(6) Analysis of characteristics of industrial organization for the determination of types best adapted to serve both the economic and social, and broadly human objectives of the industrial organization.
(7) Examination and control of motivating forces in the case of both workers and management, which influence production and harmonious relationships in the industrial situation.
(8) Analysis of human factors influencing the demand for and sale of commodities through the application of scientific techniques of market research.

Members of the section are prepared to render professional services along the above lines.

To be eligible for membership a person must (a) be a member or associate member of the American Psychological Association, (b) hold a Ph.D. degree in psychology from an accredited university,* (c) have actively engaged in the practice of psychology in industrial or business relationships for two years.

Signed,

H. E. BURTT, *Vice-President*
Section of Industrial and Business Psychology

SPECIAL COMMITTEES

THE following special committees of the American Association of Applied Psychologists have been appointed:

1. Committee on Certificate of Membership

   Purpose: To study procedures of various professional associations in issuing individual certificates of membership with a view to recommendation for the A.A.A.P. and its sections.

   Gertrude Hildreth (chairman), R. H. Paynter, B. E. Tomlinson, S. M. Shellow, P. S. Achilles, A. S. Starr.

2. Committee on Charter of Incorporation

   Purpose: To make preliminary arrangements for incorporation in Washington, D. C., prior to annual meeting (1938) and to complete incorporation of the A.A.A.P. following adoption of constitution.

   Robert Bernreuter (chairman), J. E. Anderson, H. E. Garrett, L. J. O'Rourke, and the executive secretary.

* Note: Membership requirements for the Association provide the substitution of additional professional work for the Ph.D. This substitution is not permissible for membership in the Industrial and Business Section and the Ph.D. is mandatory.

3. Committee on Relations with Community Health Survey (U. S. Health Service)

   Purpose: To investigate the proposed activities of the Community Health Survey with a view to establishing positions for clinical psychologists in this development of mental hygiene preventive work.

   J. B. Miner (chairman), A. W. Brown, F. L. Wells.

4. Joint Committee on Employment with A.P.A. and Psychologists' League: A.A.A.P. Representatives

   Charles Drake, Robert Hoppock.

5. Joint Sections Committee on Differentiation Between Clinical, Consulting, and Educational Psychologists

   Purpose: To establish standards of differentiation between above sections.

   R. H. Paynter (chairman), A. F. Bronner, A. I. Bryans, Fred Kuhlmann, Herman Meltzer, G. E. Munson, A. T. Poffenberger, P. M. Symonds.

TECHNICAL MANUALS

YOUR committee feels that few things could be done by the new association which would have more beneficial effect on the *practice* of the profession than the careful planning and issuance at irregular intervals of a series of handbooks or technical manuals. This conclusion derives from three observations:

(*a*) That standards for the conduct of investigations and for the publication of research reports would surely evolve from the work of the various handbook committees which would be appointed.

(*b*) That from time to time manuals no doubt would be prepared in the more controversial fields and these would occasion a careful scanning of the literature of the field, and consequent discovery and publication for the profession of the gaps in research in those fields.

(*c*) That a first task of any committee enjoined with responsibility for this project presumably would be a careful scrutiny of the literature of psychology for the "constants" and the materials worth reducing to reference-book form.

The effect of all these could be only salutary. They would serve a part in directing Ph.D.'s entering the profession to the fields of most immediate promise, and would provide the working practitioner with — ultimately — a "Two-foot Bookshelf" of the tools of his trade.

In determining the lines of action of such a committee the following principles, among others, should obtain:

(1) The needs of all areas of applied psychology should be met in the manuals to be published.

(2) The profession periodically should be balloted in order to determine the most urgent needs.

(3) Careful attention should be given to the needs of other professions for psychological materials, notably educators, sociologists, economists, political scientists, civil service workers and others. Cooperation likewise would be given these in their decisions as to what materials, similarly published, would be of most use to psychologists. As cases in point, age-grade tables of all the major cities of the country would have wide interest in scientific circles. So also would the retention (or promotion) rates of the colleges of the U. S.

(4) After the fields for immediate attack were decided upon, cooperation—in some cases on a wide scale—would be sought for carrying out the project, collecting the basic data and preparing the tables. The cooperation of all the insane hospitals of the country, for example, conceivably might be enlisted on a project of preparing actuarial tables of the life expectancy of the insane and the incidence of mental disease with respect to sex, age, occupation, and the like. Some works might be planned, the consummation of which in published tables would require a decade or more. (The Oxford Dictionary took more than a generation of workers.) Word-counts and tabulations of spelling errors are examples of cooperative enterprises of this sort which might enlist on a wide scale the efforts of the members of other professions interested in the end-product.

(5) The publication of the results should pro-

ceed just as rapidly as time, funds, and the necessary cooperation would permit. Consequently the resulting manuals would appear at irregular intervals.

(6) The project should be subsidized by the Association; preferably by allocation to the project of a portion of the annual membership fee, in return for which the members would receive purchase-credit on the publications issued.

With respect to the manuals themselves the following principles should obtain:

(1) Both reference works of permanent value and manuals in the more controversial fields should be issued. There is real need, for example, for both "Thirteen-place Reciprocal Tables" and "The Techniques of Personality Building." The one is of permanent value; the other would be improved by periodic re-publication.

(2) A thorough scanning of existing literature for suggestion of tables, constants, nomographs and the like, should be undertaken.

(3) The manuals would provide a convenient place for publication of tables the preparation of which (usually undertaken by new entrants to the profession) is discouraged at present by difficulties of publication.

(4) The *reference* manuals would be boiled down, authoritative, practical tables in the same sense as engineer's handbooks.

(5) The *non-controversial* manuals would be working manuals or handbooks, the result, generally, of committee preparation and thus an integration of numerous points of view. Examples of such would be manuals on "The Construction of Examination Questions," "How to Make Job Analyses," "Questionnaire Methods," and "The Interview."

(6) They would be of uniform style, format and binding. They would, however, be of varying length; some conceivably consisting of four-page loose-leaf inserts for a volume of "Much-Used Statistical Tables," while others would be lengthy volumes, the results of years of effort and cooperation of large groups. Some, no doubt, would be offset reproductions, while others would be printed.

(7) In fields not to be attacked immediately bibliographies might be issued. The help of certain libraries now maintaining such services might be enlisted on this project.

(8) The sale of the publications in sets would provide additional revenue, and would facilitate, for the new entrant to the profession, the acquirement of a working library. Included in such sets might be certain publications already published which meet the definition of the committee of being a manual worthy in all respects of such inclusion.

Urgently Needed Manuals. (Suggested by the committee, their correspondents and interviewees, and the round-table.)

1. A comprehensive manual of the Mathematics Needed for the Study of Statistics. ("No topic is more needed!")
2. A Handbook on Job Analysis Techniques. ("Much needed by industry; and would give psychologists an entree there.")
3. A manual of Civil Service Examinations. ("This field should be a profitable field for the employment of numbers of psychologists.")
4. Critical Tables of Psychological Constants.
5. Methods of Constructing Achievement Tests and Examination Questions. ("Would have a broad field of usefulness, and a wide sale.")
6. A Handbook of Questionnaire Construction. ("Useful to many professions.")
7. Methods of Remedial Education in Specific School Subjects. (Several handbooks in reading, arithmetic, spelling, language, algebra and others.) ("Would be a self-supporting project.")
8. Calculating machine techniques, including tabulating machine operation.
9. The Assumptions Underlying the Commonly Used Statistical Formulae together with Pertinent Observations on the Appropriate Use of the Various Statistics.

The committee has a list of some score of additional topics which have been suggested.

Respectfully submitted,

The Commiteee on Technical Manuals:

CHARLES A. PETERS,
DEAN A. WORCESTER,
HERBERT A. TOOPS, *Chairman.*

New Light

GOODWIN WATSON
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THESE be gloomy times, what with vanishing hopes of "recovery," approaching hum of the bombing planes and the waning enthusiasm of all Utopians. R. B. Cattell (7) doesn't make matters any brighter, either, by reporting a correlation of .84 between intelligence and restriction of fertility. Even when the high I. Q.'s move to the country they apparently don't go in for raising children. We were impressed during a conference, which E. C. Lindeman recently arranged, by Louis I. Dublin's idea that people wouldn't have more children until our culture goes through enough of a revolution to give adults a reborn sense of hope and worth in living.

Maller reported to the Eastern Branch A. P. A. that people during the 1920's moved from poor districts to wealthier ones, and hence more children were given good cultural opportunities. During the 1930's migration has been not only "back to the land" but "back to poor land," poor schools, poor health and poor recreational facilities.

One columnist who hits a high batting average with us, is Dorothy Dunbar Bromley. In the April *Parents Magazine*, she and Florence Britten (5) discuss "Sidestepping Sex." Their data on over 1000 students in fifteen colleges, median age twenty, shows that 25 per cent of the girls and 50 per cent of the boys had experienced sex relations. More findings are promised in the forthcoming book *"1300 College Students."*

"It's a man's world," they always say. Adolescence in our culture, according to Block (3), produces more conflicts for girls than for boys. How about relating some of the few apparent sex differences in interest and achievement to this socially-conditioned distraction?

When Mrs. I. M. Suspicious thinks people are talking about her, is that a projection of her own self-criticism? Sears (16) finds it likely. These checks on specific psychoanalytic hypotheses of relationship seem to be worth continuing.

Returning from Europe in 1936, we told the story of the new insulin shock therapy for schizophrenia, but only recently did we catch up with the "irritative" therapy which uses camphor and metrazol to poison the patient into epileptiform convulsions. Friedman (9) reports forty cases, of which about thirty have shown remissions. What interests us especially in some of these treatments is the sudden emergence of a normal intelligence far above the supposed level of "deterioration" apparent in the psychosis. Is there really, we wonder, any actual deterioration of mentality? Or only a change in basic attitudes toward life? Isn't this an important area for more research? We are told that even chronic cases can be brought "out" for a short time, but they relapse. Is it because they prefer to?

It would be possible, perhaps, and in accord with returning to religion, to explain the whole thing by demonology. The poisons, you see, drive the personality so near to the brink of hell that the demons may leave in fright or nostalgia. This would apparently be the explanation of pious American Catholics who follow the Rev. Father Vogl and Bishop Busch (18) in their recent pamphlet, *Begone Satan! A Soul Stirring Account*

of Diabolical Possession. The tract, now in its fifth printing, describes the case of a woman cursed by her father, possessed from age fourteen to forty of devils which were exorcised "after twenty-three days battle at Earling, Iowa, in September, 1928." Incidentally some of the devils, speaking through the faithful woman's throat, but without using her lips or tongue, confessed that they had also been stirring up war against the church in Mexico. Odd that this index of public psychological enlightenment should be published in "Collegeville," Minn., with an introduction by a Ph.D.

Not long ago we castigated in this column a couple of psychologists who have gone in heavily for popularization. It wasn't their mass-appeal which made our bile bubble, for we are even more fed up with stodgy colleagues who confuse pedantry with scholarship. But it is one thing to make truth clear to untrained minds, and quite another to mislead them under the shelter of scientific status. We are grateful to the Chief Psychologist of a Psychologic Center in a great city, who sent us recently some more ammunition for our campaign. One of the former offenders has appeared in *Cosmopolitan* magazine with a complete solution for unemployment. "The trouble has never been in getting jobs," the Doctor replied, "the trouble has been the idea that you can't get them!" And the other offender, in a book called *Try Living*, said of a client, "He has learned to live and money flows in naturally to those who practice living." Probably that's the secret—these fellows are not practicing psychology, so the A.A.A.P. has nothing to do with the case. They are merely practicing living—and gosh, how the money rolls in!

Here, here! This will never do. Gloom and gripe have had most of the space so far. Aren't there any brighter spots?

Well, among several interesting reports at the Chicago meeting of the American Orthopsychiatric Association our first choice was the experiment by Reichenberg, showing how a joyful experience spread its beneficial and integrating effects over subsequent work behavior of children. So next time a report card comes home from school marked "Poor work habits," you may send it right back with the notation, "And why? Too few joyful experiences in the school day, that's why!"

Another joy-spreader was Razran, who reported at the Eastern Branch (A.P.A.) meetings. Does little Willie still reject arithmetic? The solution, according to Razran, is simple. Present the problems during the otherwise pleasant process of eating. We envision the new architecture: children's dining rooms with blackboards around the wall, and built-in loud speakers to recite memory gems while the pancakes slip down. Razran's technique worked well enough to raise joy in previously disliked pictures and phonograph records.

It may be hard to discover the chief values and satisfiers in the life of a given adult, but it is fairly easy to guess what they were when he was one month old. And we all were, once. Hence the importance of a study like Hill's (12) showing the emotional disorders arising from breast feeding that was inadequate or excessive.

Still the meager pleasures of adult life have their interest for some of us.

As more gray hairs appear in our mirror with each passing year, our zeal increases for the study of the adjustment problems of the aged. There is an important social justification, too, in studying happiness among older people, for our whole population gets older with each census. Morgan (14) says, on the basis of studies of 381 cases: "Keep well, enjoy friends, keep up outside interests, keep independent, preserve privacy, and keep up some form of work." Another booklet on *Mental Hygiene in Old Age* (20) reinforces these principles with

suggestions for meeting the common problems.

Sometimes a nice shiny new word brings cheer. Our small stock of two-dollar words had been worn somewhat threadbare when along came Bivin and Klinger (1) with a whole book on "*Pseudocyesis.*" In their cases pseudocyesis (simulated pregnancy) was more often due to the desire for a child than to fear.

Now to be a little more technical. The objective test and measurement movement in this country got much of its impetus from the crazy variation among marks assigned to the same examination paper. Now Stalnaker (17) reports that essay questions of the College Entrance Examination Board were scored with reliabilities over .90. Which somehow, in this spring weather, reminds us of a story with some current political interest. A group of Austrian workers were lifting away at a heavy stone. A Nazi watched until he could stand it no longer, clicked his heels, "Heil" 'ed, and picked up the stone and carried it off. The Austrians were unimpressed. "Oh well," they said, "of course if you want to use force!"

One by one the traditional weapons of the mental-tester have been stripped of their supposed significance. Recently Brill (4) has given the Porteus maze a careful check in two groups of fifty boys, alike in age, intelligence, race, health and time spent in the institution. One group was well adjusted socially, and the other seriously maladjusted. The maze scores were not significantly different in means or scatter. It remains true, of course, that the Porteus maze, like any other test, is a window through which the psychologist may observe one aspect of behavior. But is it the most significant behavior to observe?

A *Diagnostic Child Study Record* has been developed by Witty and Kopel (19) of the Psycho-Educational Clinic at Northwestern. Form I is for recording scores on standard tests which are recommended; Form II records visual, auditory and laterality test results; Form III is a report of interests and activities by pupil and by teacher; Form IV lists thirty reading faults, the significance of which is interpreted in the manual; Form V gives a too brief space for school history and home conditions; Form VI calls for rating on behavior traits and certain general reading factors; Form VII is for physical and medical data; and Form VIII is sent home to be filled out by parents. The blank seems to be better arranged for the study of poor readers than for the study of children who may also be having trouble with reading. It's good enough to make one wish it were better.

Hilliard and Troxell (13) make a point that is not entirely new but needs emphasis. Reading does not "convey," but *reawakens*, meaning. Hence the reading achievement of second grade pupils with "rich" background was six months ahead of that for other pupils of similar intelligence and similar techniques, but with meager informational background.

We see by the *Test Newsletter* (11) that Hildreth has fixed up an inventory of questions on activity preferences, reading tastes, and self-rating on personality traits to give to pupils in Grades IV to VIII. We feel some scruples about advertising such instruments, fearing as we emphatically do, that they are likely to be used as a substitute for intimate understanding of the unique individual. The kind of a psychologist who is really afraid of contact with individual personalities insulates himself with paper and pencil devices and statistics.

It is easy to become bitter about "new tests" which are nothing but reshuffling of the same old set of symptoms which Woodworth once collected. The Cowan Adolescent Personality Schedule (8) is better than some, because of a more diagnostic sort of profile. Thus a subject with low general level is "inhibited";

high general level is "bewildered." One with profile peaks on *Inferiority* and *Maladjustment to Responsibility* "probably" (chances not precisely expressed) spent his impressionable years with an aggressive parent, gets along well in school, goes in for religious gatherings, is sensitive and athletic, egocentric and cooperative, enjoys reading and work with his hands. Anyhow that's the sales talk. There are nine profile lines which may or may not mean what they are labelled to mean.

The best resume on stuttering that we have read for some time is Heltman's (10) in the current *Journal of Social Psychology*. He tries to state a theory which will account for the fact that stuttering is intermittent, that stutterers can sing or recite with a group or act a part or talk when alone. Obviously the trouble isn't with the delicate mechanisms of enunciation or any constant factor like cerebral dominance. It is when the sounds become socially significant that the conflict begins. "I do not know of a single device claimed by proponents to be effective in the treatment of stuttering from the ring-around-the-thumb type of superstition to the best of medical, psychoanalytic, and hygienic therapies which is not explicit in terms of: (a) successful speaking experience, (b) diminishing expectancy, (c) increasing self-confidence in speaking situations, and (d) progressive awareness of social adequacy." We gave this article to the mother of a young stutterer and she found it both helpful in a practical way and reassuring. But, definitely!

One more convincing bit of evidence has been collected on the old problem of mongolism. Bleyer (2) found the modal mother of nearly 3000 cases to be forty-one years old, as compared with twenty-four for normal children. There was no evidence that immaturity of either parent or advanced paternal age were related to the birth of mongoloids.

To the gradually accumulating evidence in favor of foster homes rather than institutional commitment, we can now add Murphy's (15) finding that institutional children are more apt to feel "different" and "inferior."

One of the best balance-tails to Kretschmer's kite is a monograph by P. S. de Q. Cabot (6), which studies the personality of "pyknosomes," "leptosomes," and "athletosomes" among 212 boys in the upper years of high school. Various measures for schizothymic trends and "social introversion" agreed in showing the twenty-eight leptosomes significantly more withdrawn and less cyclothymic than the athletosomes. Intelligence tests favored the leptosomes and leadership qualities the athletosomes. One wonders how far "good physique" may have operated as a *social* asset, and frail physique as a *social* liability, bringing the personality consequences.

Instincts are back in again. We haven't yet checked carefully with our representatives in the astronomical observatories and in the marts of ladies' garments, but our impression is that the upsurge of instinct theory comes around in some kind of correlation with one of the comets and with the fashion for shorter skirts. It was not a style show, however, but a tiny worm with a curious specific appetite which intrigued President Karl S. Lashley of the Eastern Branch of the A.P.A. We want to study his sources of evidence and his conclusions more carefully as soon as they appear in print, but we gathered from our far corner that the instincts are special cases of pre-formed and preferred Gestalten. They exist more in the head than in the viscera; they are not rigid patterns of acting but ideal representations of an end which may be sought by diverse means. The oriole has no invariable mechanism of nest building, but under normal conditions a good notion of what an oriole's nest ought to look like, and a restless, "deficit-behavior," until the figure can be completed and the

Gestalt closed. Lashley sees instincts as problems in perception rather than as vague diffuse "urges" or "drives," which he rejected with vigor.

We couldn't cover all the promising programs offered at these Eastern A.P.A. meetings, but here are a few more high spots:

Eisenberg and Carpenter said a good hearty word for Elektra. Girls who were close to father and who got on none too well with mother were more apt to be the girls who had experienced a good deal of independence, freedom, self-confidence and dominance. Now how does that square with the guilt feeling we had been led to expect in such a relationship?

Britt's skill in squinting at Rhine's cards was a feat worth demonstrating. He succeeded in calling twenty-three out of twenty-five right. Too bad, though, that he apparently hadn't read the recent summary in the *Journal of Parapsychology* and didn't know that Rhine and others have been using procedures which quite effectively eliminated the type of cue that he was so jauntily "exposing."

Another fellow who had something there, was Stanley Goddard Estes. When it came to matching personality sketches with brief movies of behavior, artists far and away outstripped psychologists. One of our friends murmured maliciously that he'd like to try out certain psychologists and psychiatrists with some such technique.

We hear that George Kreezer's review of brain waves will be worth reading; also Neal E. Miller's discussion of generalization of conditioned responses to verbal patterns. (Reprints invited.) Most fun was Cantril's questionnaire showing how bankers, psychologists and communists predict future events. Next month we'll have the New York State Association of Applied Psychology to tell about; maybe it will provide more of the practical.

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CURRENT RESEARCH

THE FELS RATING SCALE PROJECT

A BATTERY of rating scales on parental attitude and behavior to measure the contribution of the parent to the psychological environment of the child are being developed as part of the research program of the Samuel S. Fels Research Institute, Antioch College. The ratings are made by staff psychologists after extended observation and interview in the home.

Each variable is defined by a general paragraph and a set of from five to seven descriptive statements or cues arranged along a graphic rating line. Certain ambiguous cues such as "average," "extreme," and "excellent," are avoided. Several secondary variables, such as consistency, saliency, and certainty, are rated for each scale. Scores are obtained to the nearest millimeter on a ninety-millimeter scale.

A deliberate attempt has been made to over-refine the scales on the hypothesis that under optimum rating conditions the usual rating instruments are insufficiently refined to do justice to a trained rater's precision of judgment. The variables are, for the most part, broad general categories which call for a cumulative, "intuitive" impression on the part of the home visitor. The aim is to be able to measure these clinical judgments with sufficient accuracy for significant statistical analysis.

Twenty variables have passed through the construction stage and are now in service in the Fels study. About 3,000 ratings have been obtained, involving about eighty different families, successive ratings, parallel ratings by several raters, and ratings on the basis of previously collected data such as diary records of home visits. These ratings are now undergoing statistical analysis to evaluate the effectiveness of the scales.

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Resources for the Consultant

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PRACTICE MATERIALS FOR THE IMPROVEMENT OF READING IN HIGH SCHOOL AND COLLEGE

THE resources for diagnosis of reading ability of high school and college students, inadequate as they are,[1] are superior to the resources for therapy or remedial work. There are, however, several types of material that have been prepared to give retarded readers practice in various reading skills. Among these types of materials are (1) popular stories rewritten in simplified form, (2) original material written specifically for retarded readers and (3) practice books for instruction and drill in certain reading skills.

ADAPTED MATERIAL

The Thorndike Library[2] is the best illustration of this kind of material. It consists of a series of books and procedures. Although intended for pupils in grades four to six, this series of books, with a vocabulary load so reduced that the number of words outside the 2,500 most commonly used in English reading is at a minimum, and with sentence structure presenting no peculiar difficulties, is not without interest for junior and senior high school students. Even mature readers still peruse with interest such classics as *Black Beauty, The Water Babies* and Hawthorne's *Wonder Book.*

Another example of adaptation[3] of well known stories is the collection published by Scott, Foresman and Company. These are extremely simple in vocabulary and sentence structure.

FACT AND STORY MATERIAL

Although the adaptations of classics meet a vital need in providing a type of material that will help the less able pupils to get value from reading in school there still remains the need for a transition type of easy books to bridge the gap between fiction and factual material. *The Fact and Story Series*[4] is designed to bridge this gap between purely recreational reading and the study-type of reading which, although it may be thoroughly enjoyable, requires a different mental set and different reading skills. In other words, this series supplies transition reading matter be-

[1] See three previous articles in this series.

[2] The Thorndike Library. D. Appleton-Century Co., 1935. First Series: (80 cents a vol. Student's edition.) *Andersen's Fairy Tales* by Hans Christian Andersen, *A Wonder Book* by Nathaniel Hawthorne, *Black Beauty* by Anna Sewell, *Heidi* by Johann Spyri, *The Little Lame Prince* by Miss Mulack, *The Water Babies* by Charles Kingsley, *Pinocchio* by C. Collodi.

Second Series: (88 cents a vol. Student's edition.) *The Arabian Nights, A Boy of the First Empire* by Elbridge S. Brooks, *The King of the Golden River* by John Ruskin, *Cuore* by Edmondo de Amicis, *Hans Brinker* by Mary Mapes Dodge, *A Christmas Carol* by Charles Dickens and *The Little Duke* by Charlotte M. Yunge, *Robinson Crusoe,* by Daniel Defoe.

[3] Gertrude Moderow, Mary Yost Sandrus, Josephine Mitchell, and Ernest C. Noyes (Editors), *Six Great Stories.* Chicago: Scott, Foresman and Company, 1937. Pp. 531.

[4] Ruth Strang, Barbara S. Burks, Helene Searey Puls, *Seven Days at Sea.* New York: Teachers College, Columbia University, 1938. Pp. viii + 117.

———. *Here and There and Home.* New York: Teachers College, Columbia University, 1938. Pp. vi + 120.

tween juvenile fiction and school text and reference books.

The vocabulary and sentence structure are definitely geared to the ability of retarded readers in high school—79 per cent of the running words used in *Seven Days at Sea* are in the Thorndike first 500, and 94 per cent in the Thorndike first 1000; 77 per cent of the words used in the second volume, *Here and There and Home*, are in the Thorndike first 500 and 85 per cent in the Thorndike first 1000. Of the words not in the first thousand, many are proper names of persons and places which do not present much of a vocabulary problem inasmuch as the reader merely recognizes the word as the name of a person or place and is not interrupted in the continuity of his comprehension by its unfamiliarity. Another advantage of this sort of material is that it consists of consecutive material which gives valuable practice in context adjustment not provided by short selections.

PRACTICE BOOKS FOR INSTRUCTION AND DRILL IN CERTAIN READING HABITS

The practice materials now on the market have not been "experimentally validated." They have only been more or less thoroughly tested by use—an experiential rather than an experimental validation. The following are some of the practice books, arranged roughly in order of difficulty, which have appeared to be useful with different groups of high school and college students:

Arthur I. Gates and Celeste C. Peardon. *Practice Exercises in Reading.* Book V, Types A, B, C, D. New York: Teachers College, Columbia University, 1933. 10 books for $2.65.

Although designed for elementary school grades, these practice exercises may be used with retarded readers in junior high school.

Gerald A. Yoakam, William C. Bagley and Philip A. Knowlton. *Reading to Learn Series.* New York: The Macmillan Company, 1937.

This series, while designed as part of the constructive program for the improvement of reading in the elementary grades may be profitably used in remedial work in high school. The selections dealing with such subjects as telegraphy, aviation, community health, voyages of discovery, and exploration appeal to vital interests of high school students.

McCall-Crabb Standard Test Lessons in Reading. Bureau of Publications, Teachers College, Columbia University, New York City. $.25.

Each of these lessons consists of a single paragraph followed by a number of questions concerning it. The reading matter becomes more difficult of comprehension with each new lesson. The test lessons have been used in the following way in the lower sections of a ninth grade class.[1] Ten minutes twice a week were allotted for each lesson. After the ten minute period the students exchanged booklets and discussed the correct answers. The booklets, properly graded, were then returned to their owners. Every student made a graph of his own progress from week to week. When retested with another form of the Thorndike-McCall Silent Reading Test, it was found that some of the students had gained as much as forty-five months in reading age. These practice exercises, used as described above, appear to be effective in improving the specific kind of reading ability practiced.

Carol Hovious. *Flying the Printways;* Experience through Reading. New York: D. C. Heath and Company, 1938. Pp. xii + 525.

This well organized book contains modern and entertaining stories about

[1] Sydney A. Farbish. "An Experiment in Remedial Reading." *English Journal*, XXII (Sept., 1933), 585–587.

making movies, flying airplanes, and other things boys and girls like to read about. At the same time it gives stimulating hints as to methods of finding main ideas, important details and words, of getting the pattern of the author's thought, following directions and building a vocabulary. Each chapter provides opportunities for the student to check his rate and comprehension.

Carol Hovious. *Following Printed Trails.* Boston: D. C. Heath and Company, 1936. Pp. x + 371. $1.32.

This book covers approximately the same reading skills as *Flying the Printways,* but is more difficult and slightly more artificial in its practice exercises.

Angela M. Broening, Frederick H. Law, Mary S. Wilkinson, and Caroline L. Ziegler. *Reading for Skill.* New York: Noble and Noble, Inc., 1936. Pp. xiii + 399. $1.30.

This practice material for high school use contains reading material of various types from numerous sources. The authors claim objective evidence of usefulness of this material in improving silent reading and literary appreciation. An especially good feature is its provision for individual differences while working with groups.

Pearl E. Knight and Arthur E. Traxler. *Read and Comprehend.* Boston: Little, Brown and Company, 1937. Pp. ix + 233. $1.28.

A well organized practice book giving systematic practice in skimming, newspaper reading, getting the main idea, general impression, and details. A chapter is devoted to word study and the use of the dictionary, and a short chapter to the appreciation of figurative language.

William A. McCall, Luella B. Cook, George W. Norvell. *Experiments in Reading.* Books One, Two and Three. New York: Harcourt, Brace and Company, 1934.

These books give practice in accuracy, comprehension, interpretation, memory and rate; they serve as practice for oral as well as silent reading; separate norms are given for comprehension and memory. Students experiment on themselves and enter scores and data in the workbooks.

Mabel A. Bessey and Isabelle P. Coffin. *Reading through Precis.* New York: D. Appleton-Century Company, 1934.

———. *Reading for Understanding.* New York: Appleton-Century Company, 1936. Pp. xiv + 325.

These books emphasize getting the pattern of the author's thought logically and in good form.

Rachel Salisbury. *Better Work Habits: A Practice Book on the Thought Side of Reading and Composition.* Chicago: Scott, Foresman and Company, 1932. Pp. 219.

This book likewise emphasizes getting and expressing the author's thought.

Ruth Strang. *The Study Type of Reading Exercises.* Published by Bureau of Publications, Teachers College, Columbia University, New York City, 1935. Pp. 112. $.30.

This booklet of practice exercises consists of twenty articles of 1000 words each, dealing with various aspects of the theory of reading. These exercises have the double value of giving the student insight into the reading process at the same time that he is getting practice in reading material similar in form to that in his text and reference books. The booklets may be used in a flexible way with regular high school classes or home rooms, to give students practice in certain reading skills such as the finding of the central idea, the selection of important details, the drawing of conclusions, the outlining of information gained, and the application to the individual's own reading problems.

News Notes

CALL FOR PAPERS

THE A.A.A.P. will meet just prior to and concurrently with the American Psychological Association during the week of September 5, 1938, at Columbus, Ohio, as guests of the Ohio State University.

It has been tentatively decided that the first public meeting will be Monday evening. (Various professional committees will be in session earlier in the day.) Tuesday morning and afternoon will be largely devoted to symposia, round tables, and meetings of the several sections. The annual business meeting will be held Tuesday evening.

Since the A.A.A.P. is not yet formally affiliated with the A.P.A. (applications for affiliation lie on the table for a year), it is not possible to have programs jointly sponsored by the two organizations, but the program committees are working together in complete harmony and coordination. It is proposed that papers dealing with the art of application and with professional aspects generally, be included in the sessions to be held Tuesday, while papers dealing with research studies or contributions to applied psychological theory be placed in appropriate sessions during the succeeding days. The classification and allocation of papers to various sessions necessarily depends upon the configuration of papers accepted.

The chairman of the program committee will be very glad to receive suggestions for symposia and round tables. The improvement of application through the exchange of experience is a most important function of the Association. It is hoped to make this part of the program very fruitful.

Papers of a research nature in applied fields may be forwarded to either Dr. Willard Olson, University of Michigan, Ann Arbor, or to Dr. Herbert A. Toops, Ohio State University, Columbus. They should be in *quadruplicate*, must not exceed 300 words in length and in general should conform in style to the requirements of the A.P.A. Abstracts must be received by the chairman of the program committee on or before May 23rd.

Due to the time required for passing on qualifications of applicants for membership in the American Association of Applied Psychologists, the JOURNAL OF CONSULTING PSYCHOLOGY is being sent to all applicants for membership, pending action on applications by the Executive Council.

A set of proposals for licensing guidance workers, visiting teachers, deans of girls and deans of boys, junior psychologists and psychologists, is in the hands of the Committee on Licensing and Teacher Training of the Indiana State Board of Education. The Indiana Association of Clinical Psychologists is supporting this proposed legislation.

A meeting of the Kentucky Psychological Association was held in Louisville, Ky., April 15th, at the time of the annual meeting of the Kentucky Educational Association. A second meeting of the Kentucky Psychological Association is scheduled to be held jointly with the Kentucky Academy of Science at Moorhead, May 14th.

Mr. Vernon K. Banta, director of the Division of Standards and Research of

the United States Employment Service, was the speaker at an open meeting of the Minnesota Society for Applied Psychology at the University of Minnesota on March 28th. Mr. Banta discussed the present activities of his division and problems of employment, migration and handling of unemployed by social service agencies and the Federal government.

Personnel and office managers were invited to attend a meeting of the Minnesota Society on April 28th at which Dr. Miles A. Tinker presented in an illustrated talk the results of an investigation on "Illumination Standards for Efficient Work in Home, School, Office and Factory." Dr. Tinker and his staff have been working on this study for several years.

Dr. Lightner Witmer delivered an address at the afternoon session of the annual meeting of the New Jersey Association of Psychologists at Rutgers University, May 6th. A roundtable discussion of different types of psychological tests in clinical use was held during the morning session.

Psychologists in the metropolitan New York area held a dinner meeting at the West Side Y.M.C.A., New York, on March 25th. ,

Miss Beatrice Candee, New York State Employment Service, discussed her study of the social acceptability and variations in the response to neighborhood influences of two groups of adolescent boys, one employed and the other applying for scholarship aid to continue high school.

Psychologists residing or practicing in the metropolitan New York area held a meeting at New York University, Saturday, April 2nd, for the purpose of adopting a constitution and electing officers for a metropolitan New York Association projected by an organizing committee at an earlier meeting. Dr. Katherine Murdoch acted as chairman and Dr. Gladys C. Schwesinger as secretary pro tem. The time of meeting concurred with the annual meeting of the Eastern Branch of the A.P.A. and an announcement of it was printed in the program of the Eastern Branch.

Upon decision of the organizing committees the right to vote was restricted to former members of the A.C.P., although arguments were presented from the floor to make this right more inclusive. The committee's proposed Constitution was presented by Dr. Charles Manzer, chairman of the Constitution Committee, who moved its adoption. Copies of this outline had previously been mailed to former members and associates of the Association of Consulting Psychologists. Discussion in regard to qualifications for membership in the new organization was spirited, some individuals standing with the committee for one class of membership, based on a Ph.D., with two years of experience, or acceptable equivalents; others wanting a more inclusive membership, with an M.A. as acceptable in combinations of one or more years of experience. Time was short and the matter of reconsidering the clauses on qualifications for membership was referred back to the Constitution Committee. The meeting adjourned with the understanding that it convene at the call of the chairman.

FOREIGN

The Tenth Annual Congress of the International Medical Society of Psychotherapy is being held on Friday, July 29, through Tuesday, August 2, at Balliol College, Oxford, England. Communications may be addressed to Dr. Margaret Lowenfeld, 1 Weymouth House, 94 Hallam Street, London, W. 1, England, or to Dr. E. B. Strauss, 81 Hartley Street, London, W. 1, England. Endeavors will be made to provide opportunity for visitors before and after the conference to inspect any pieces of work in the country, in which they are particularly interested.

BOOK REVIEWS

PRINCIPLES OF TOPOLOGICAL PSYCHOLOGY. By Kurt Lewin. New York: McGraw-Hill Book Company, 1936. 238 pp.

Problems of personality adjustment which until not so long ago were almost untouchable to academic psychologists, have now become one of the major interests of academic as well as clinical psychologists. In 1923 Professor Woodworth, at that time one of the few well-known psychologists who openly expressed an interest in psychoanalysis, said in his lectures on contemporary psychology that the Freudian writings were too loose in their generalizations, but that each page of Freudian literature sparkled with suggestions for problems that should be studied rather than conclusions to be accepted. Partially because of Dr. Woodworth's influence a number of his students have made quantitative attempts to study certain aspects of psychoanalysis. Problems of repression and the emotional attachments of children to parents have, for example, been so studied. Now comes Kurt Lewin and advises us in his own modest manner that Gestalt psychology—which previously has made its most significant contribution to the study of problems of perception—is now ready to contribute from a new point of view methods of approach for the objective study of the very problems which have been the chief concern of psychoanalysts, namely, problems of emotion, personality structure, and personality development. To this study of the "deeper" problems of personality, more objectively and experimentally studied, he has given the name Topological Psychology.

Principles of Topological Psychology is divided into two parts. Part One is largely concerned with theoretical considerations building up the foundations for a topological and vector psychology. The nine chapters included in Part One concern themselves with the title given to Chapter Seven, "Psychological Space and Psychological Dynamics." Life space as the totality of possible events is considered in terms of physics as well as psychology, in terms of environment as well as personality. Aristotelian concepts are uniformly contrasted to Galilean which are preferred by Dr. Lewin because they fit in more with dynamic concepts in psychology. Interrelationships of all concepts in psychlogy are stressed in the chapter on "Causal Interconnections in Psychology."

Part Two is concerned with topological psychology proper. Psychological environment is considered in terms of regions, barriers, boundary zones and related concepts as susceptible to mathematical treatment. The person, according to Dr. Lewin's scheme of thinking, is a differentiated region in the life space. In it are considered coordinated definitions for environment and for the person. These are treated in terms of dynamic interdependencies. The whole represents an attempt to orient psychology towards the valid theoretical considerations with an emphasis on the connectedness of events without a loss of concreteness in reality.

In many ways this particular contribution of Dr. Lewin's is probably the most important contribution of the year in the field of psychology. Its fruitfulness is indicated by the number of researches using his concepts which have been published in the short period of time that his influence has been felt in the United States, by the relatively large number of papers dealing with topological concepts presented at the American Psychological Association meetings in 1937, and again by the fact that the most psychoanalytic group of psychiatrists in the United States at the Menninger Clinic have seen fit to invite Dr. Lewin to their institution for lectures and for stimulating research. Perhaps the extreme novelty and even the usefulness of this new approach in psychology is exaggerated by the founder and his disciples. Psychodynamic concepts have been studied by American psychologists without the benefit of topological psychology. Statistical studies of individual differences have been a major but not exclusive interest of American psychologists. Psychological processes dynamically considered have also been investigated.

Unlike the Freudian contribution, apparently the significant thing about topological psychology is not that its concepts are striking, but that it makes a sincere and systematic attempt mathematically to determine the degree to which Freudian concepts hold when the environmental factors as well as the deeper personality factors are considered.

In a sense it might be said that Dr. Lewin's contribution represents an effort to integrate the contributions of psychoanalysis and related contributions with those of the clinical sociologists who emphasize delinquency and other forms of cultural areas. By so doing it may contribute markedly towards a closer relationship between three groups of experts who are concerned with problems of personality—psychoanalysts with their "deeper" understanding, clinical psychologists with their interest in experimental approaches, and clinical sociologists with their quantitative studies of social situations and their emphasis on the social genesis of human behavior. Whatever its meaning and significance,

individuals cannot call themselves informed about modern psychology without some knowledge of topological psychology.

H. MELTZER, *Director*
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COLLECTED STUDIES ON THE DIONNE QUINTUPLETS. By W. E. Blatz, *et al.* Toronto: The University of Toronto Press, 1937. $4.00 plus postage.

This book consists of six necessarily disjoined studies, under separate authorships. While five of the studies are rather closely related in the general problem of the psychological development of the quintuplets, the first of the series is quite separate in its attempt to settle the uniovular or multiovular origin of the children. (J. W. MacArthur and N. H. C. Ford. A Biological Study of the Dionne Quintuplets—an Identical Set.) On the basis of what the authors consider incomplete but accurate evidence, the conclusion is reached that these children are "a set composed entirely of identicals and derived from a single ovum."

With the determination of this uniovular origin, it follows that psychological studies on the group are necessarily unique. There have been studies of identical twins, triplets, and even quadruplets, but this is the only known set of quintuplets which has been available for study. Dr. Blatz and his associates have followed precedent in sampling the development of the children as it is represented by studies of mental growth, social development, development of self-discipline, training in routine habits, and the development of spoken language. The children were not available for study until they were eleven months old, because of the uncertainty of their health up to that time. These reports, therefore, cover a period of a little more than two years, ending soon after the third birthday. Since this is a period for which the available measures are less reliable than are those for later ages, all of these reports should perhaps be looked upon as preliminary to further studies.

In general mental development, the children have maintained the same relative rank position since the nineteenth month, with the same general slope of development. The mental development of the five children is not identical, however. There is a consistent difference between Yvonne and Marie. Even where the score values are similar for two children, the items passed are not identical.

It is in social development that some of the most interesting considerations emerge. These children have had the constant companionship of each other from birth; in addition the unusual circumstances of their hospitalization, and perhaps especially the fact that they are on display almost daily, have introduced factors which it is difficult to evaluate. "The increase in social contacts which is apparent in every aspect of their social behavior is a normal trend, but is manifested in these five children in a far more striking way than in simple siblings who obviously have not had the opportunity for social practice." The social profiles of several of the children are exceptionally stable for their age. However, it is already apparent that there are both qualitative and quantitative differences among the children. The authors conclude that these differences are conditioned largely by the social environment, and that the characteristics of this environment are molded by the child's own responses to his social environment.

The authors deserve special recognition for the energy which has gone into collecting the data for these studies. In addition to the problems arising from the early physical frailty of the children, and the necessity of securing the cooperation of various interested groups, Callendar is some two hundred and fifty miles from Toronto, and all expeditions for the collection of data involved a considerable expenditure of time from an already full program. For that reason it is scarcely justifiable to suggest that more complete and consecutive data on this early period would have been very desirable, particularly in the study of social development and behavior traits.

It is to be hoped that subsequent studies can be made more complete by some arrangement which will permit observers to be in residence at Callendar for long periods of time or even continuously. As the children grow older, there is great advantage to be derived from their familiarity with the observer. This might be an even more potent factor in the case of the quintuplets, who cannot escape the knowledge that they are the subjects of great interest on the part of the general public. Arrangements are already being considered for the inclusion of other children into the group, both as a means of socialization for the quintuplets, and because they can serve as a control group for observation.

HELEN MARSHALL,
Research Associate
SAMUEL S. FELS RESEARCH INSTITUTE

EDITORIAL: THE IN-CONSTANT IQ

WOULD that it were possible to scotch for good and all the superstition that everyone's intelligence—according to the views of psychologists—is wholly inborn and unalterable!

Parents sometimes shudder beneath this shadow. Educators remain oblivious of familiar data regarding the inconstancy of intelligence quotients. They have even been known to countenance the filing of a pupil record card on which an IQ has been entered without notation as to the date or the test employed, which may have been a Binet or a non-comparable paper-and-pencil examination. There the number stands, as though it described an unchanging trait like racial stock, or date of birth. Whoever recorded it in this way must have been blithely unaware that an intelligence quotient is only a ratio, suggestive of the *rate* at which the individual's mentality has been maturing, and that a boy who matures rapidly from eight to ten may have a brother whose spurt in mental development comes between ten and twelve. While in a bare majority of instances the change in rate of maturing is not great—not more than five points within three or four years—no adviser should be allowed to forget that sometimes an IQ shifts more than twenty points, and that over longer periods the variation may be enormous.

For example: Axstrom's intelligence quotient has been mounting. After repeated examinations, the Psychological Service Center in New York ascertains that now, at age fifteen and a half, it is 120. This is *fifty points* above the level recorded at Bellevue eleven years ago. At that time some professional psychometrist—who may himself have been pretty dumb, or clumsy in giving the Binet—recommended the child's commitment to an institution for the feeble-minded. Except for a foster-mother's pleading, the boy would have had a trip to Letchworth Village. Since that episode he has passed through elementary school at a normal rate in spite of unfavorable home surroundings, and today, in high school, is looking toward a career in chemical engineering, an ambition not inconsistent with his performances in various school subjects and tests of aptitude.

The question need not here be raised as to the relative frequency with which fluctuations in an individual's IQ are to be explained by reference to inadequacies of the instrument of mental measurement, incompetence of the examiner and other sources of unreliability, rather than to actual changes in rate of mental growth. Nor need it now be argued as to whether the changes which actually take place are chiefly traceable to variations in health, nutrition, eyesight, home environment or educational opportunities, or to some emotional release which frees a mind once shut in. Whatever the explanations, the facts remain. Members of the American Association of Applied Psychology, whether practicing their profession in the domain of clinical, consulting, industrial or educational applications, can render a service to parents and to youth by seizing each appropriate occasion to dispel this popular error regarding the constancy—and hence the sanctity—of a recorded IQ.

W. V. B.

The American Association of Applied Psychologists was established in August, 1937, as an amalgamation of the Association of Consulting Psychologists, Inc., and the Clinical Section, American Psychological Association, Inc., with the addition of state associations of applied psychology. It is an organization devoted to the advancement of psychology as a profession. It is concerned with establishing and maintaining professional standards of training and practice for psychologists in business, education, industry, law, medicine, mental hygiene, social welfare, and vocational guidance. It encourages research in the application of psychology and endeavors to facilitate cooperative relationships with other professional groups.

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Annual Meeting: Harrisburg, Pa., Monday, April 14, 1952

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